

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Johnakin Middle School

District: Marion School District #1

Principal: Mr. Jason Bryant

Superintendent: Mr. Michael Lupo

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Johnakin Middle School has faced many challenges the last several years. Even though we receive assistance from different funding sources and appreciate a hard-working staff, our school still remains in restructuring status. Therefore, the Leadership Team met and discussed underlying problems that continue to hinder student achievement. After lengthy discussion, the Team agreed the key problems are teacher retention and lack of consistency and rigor in the school's curriculum.

Part of the reason for the high turnover within our school is the status of our county, which has a high poverty index of 81 percent, among other community obstacles. Getting teachers to stay in Marion is a pervasive struggle. Johnakin currently employs six PACE teachers, six induction teachers and five out-of-state teachers – 37% of our staff. Each year, Johnakin is faced with this revolving door of new teachers who must come to terms with the problems in our district and the needs of our children and find effective ways to meet these challenges. Many of our new teachers come to Johnakin without prior educational training or experience, especially experience in dealing with children of poverty. It is essential that we offer an established curriculum that gives our teachers and our students the structure and support required for success.

In addition to the teacher retention problem, the Leadership Team decided curriculum inconsistency and lack of rigor is another widespread dilemma. Since Johnakin constantly employs new teachers every year, this limits many teachers the time to understand their curriculum well enough to feel comfortable in teaching their students effectively. Also through data analysis, our SRA reading and math classes facilitated by instructional aides were found to be ineffective in increasing student achievement.

Therefore, Johnakin's principal decided to send the curriculum coordinators to Southwood Middle School in Anderson to visit. This school is the only school with the same demographics as ours that achieved an average report card rating. The coordinators shared many ideas and strategies learned from their visit with the Leadership Team. So, with this information, the Team decided to purchase the Anderson Five Curriculum, a curriculum recommended by the State Department to districts not meeting standards. This will alleviate the inconsistency and lack of rigor with the curriculum. Also, the Team decided to change the schedule to accommodate an Academic Enrichment class, a class consisting of flexible groups established each nine weeks based on the academic needs of the students. Students will be placed in a math, English language arts, science or social studies enrichment class based on their needs and taught by certified teachers. Our Focus class used this year will be incorporated into the language arts portion of Academic Enrichment. Finally, Johnakin will begin a new class using SRA Corrective Reading for those students who are three or more grade levels below in their reading. However, the Academic Enrichment class will eliminate the SRA reading class, thus taking away an aide from that position. This aide will be used in the SRA Corrective Reading class.

In conclusion, the Leadership Team decided to base next year's FSRP goals on math and English language arts in the 7th and 8th grades. Sixth grade is a transition year for students coming from Marion Intermediate; thus, bringing with it numerous academic and personal challenges for these new middle school students. When Johnakin reaches its goal this year, we will have increased the number of students scoring Basic or above by 20 - 25 percent in reading and math.

Rationale for revisions: Because the principal's goals were not SMART goals based on student achievement, both goals were changed totally with new strategies and indicators. Also, after looking at spring PACT data, the school's administrative team determined that the percentage of students achieving basic or above was not attainable; therefore, the percentage was revised to be both ambitious and attainable. With the district's goals, a second goal had to be added. Also, more strategies were added.

**PACT Scores by Sub-Groups
Population Diversity and Free/Reduced Lunch
Grades 6 – 8**

English Language Arts

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	724	49.3	37.5	11.8	1.3
Male	373	57.0	34.5	8.2	0.3
Female	351	41.5	40.6	15.5	2.4
White	167	27.1	43.9	25.2	3.9
African-American	549	56.0	35.7	7.8	0.6
Disabled	107	78.4	16.5	4.1	1.0
Subsidized Meals	604	56.2	36.2	7.4	0.2

Math

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	724	49.2	39.1	7.5	4.1
Male	373	51.9	38.1	5.6	4.4
Female	351	46.4	40.2	9.5	3.9
White	167	28.6	46.8	12.3	12.3
African-American	549	55.7	36.6	6.0	1.7
Disabled	107	71.4	25.5	2.0	1.0
Subsidized Meals	604	56.0	36.7	5.5	1.8

This data is reflective of a yearly trend for Johnakin Middle School. Also, it reveals achievement gaps among our students.

Data Analysis and Projections
2/2002 – 2/2008
MAP / PACT Correlations

Reading				
Grade/Year	Total Tested	# of Students Below Basic	# of Students Basic or Above	% Basic or Above
6th Grade 2007	214	99	115	54 %
7th Grade 2008 Projections	214	49	165	77 %

Math				
Grade/Year	Total Tested	# of Students Below Basic	# of Students Basic or Above	% Basic or Above
6th Grade 2007	211	98	113	54 %
7th Grade 2008 Projections	211	51	160	76 %

Reading				
Grade/Year	Total Tested	# of Students Below Basic	# of Students Basic or Above	% Basic or Above
7th Grade 2007	213	65	148	69 %
8th Grade 2008 Projections	213	38	175	82 %

Math				
Grade/Year	Total Tested	# of Students Below Basic	# of Students Basic or Above	% Basic or Above
7th Grade 2007	212	97	115	54 %
8th Grade 2008 Projections	212	36	176	83 %

These projections will allow Johnakin Middle School to increase our absolute rating by 0.3.

Johnakin Middle School

PACT Trend Data

PACT Areas	2002 – 03	2003 – 04	2004 – 05	2005 – 06	2006 – 07
ELA - % Below Basic	54.6 %	53%	47.6%	48.5%	49.9%
ELA - % Basic	33%	36.2%	37.9%	39.7%	37.2%
ELA - % Proficient	11.6%	10.0%	12.9%	9.8%	11.7%
ELA - % Advanced	.7%	.7%	1.6%	2%	1.5%
Math - % Below Basic	42.7%	43.3%	41.7%	45%	50.4%
Math - % Basic	39.5%	39.5%	38.9%	39.8%	38.5%
Math - % Proficient	12.6%	13%	15.2%	11.5%	7.3%
Math - % Advanced	5.2%	4.2%	4.2%	3.6%	3.9%

This data reflects the lack of significant improvement in Johnakin Middle School's overall scores over the past 5 years.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

June

- **Hire SRA Corrective Reading teacher.**
- **Purchase SRA Corrective Reading materials.**
- **Purchase Anderson Five Curriculum.**
- **Order materials and supplies necessary for instruction of Anderson Five Curriculum.**
- **Plan professional development for implementation of Anderson Five Curriculum, SMART Board technology training, and classroom management.**

July

- **Conduct professional development workshops in curriculum and classroom management.**
- **Continue to purchase materials for curriculum.**
- **Plan Academic Enrichment curriculum.**

August

- **Provide training for all staff in Anderson Five Curriculum.**
- **Schedule fall MAP testing.**
- **Begin classroom observations to ensure implementation of Anderson Five Curriculum.**
- **Schedule weekly team meetings with curriculum coordinators.**
- **Ensure Plato Learning Lab computers are operational for implementation of lab use.**
- **Initiate schedule and use of Plato Learning Lab for core content classes.**

September

- **Administer fall MAP testing.**
- **Revise the Anderson Five pacing guide for math to meet the needs of JMS students.**
- **Review weekly lesson plans to ensure implementation of Anderson Five Curriculum and use of technology.**
- **Meet weekly with teams to discuss concerns involving Curriculum implementation, technology, and classroom management.**
- **Continue observations for Anderson Five Curriculum, SRA Corrective Reading, technology implementation, and classroom management.**
- **Create benchmark tests for science.**
- **Submit revised FSRP to the SDE.**

October

- **Continue with Curriculum monitoring, classroom observations, and lesson plan reviews.**
- **Continue weekly team meetings with curriculum coordinators.**
- **Monitor/observe Plato Learning Lab use.**
- **Give the science benchmark test.**

November

- **Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.**
- **Continue weekly team meetings with curriculum coordinators.**

December

- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.
- Continue weekly team meetings with curriculum coordinators.
- Give the science benchmark test.

January

- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.
- Continue weekly team meetings with curriculum coordinators.
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February

- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.
- Continue weekly team meetings with curriculum coordinators.

March

- Administer spring MAP testing.
- Analyze MAP data and correlate with PACT to adjust instruction.
- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.
- Continue weekly team meetings with curriculum coordinators.
- Prepare FSRP Documentation for Satisfactory Implementation for State Department.

April

- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.
- Continue weekly team meetings with curriculum coordinators.

May

- Administer PACT testing.
- Continue with Curriculum and Plato Learning Lab monitoring, classroom observations, and lesson plan reviews.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, at least 77 percent of students in Grade 7 will score Basic or above in English language arts as measured by the spring administration of MAP, based on the correlated scores from NWEA for PACT.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<u>Anderson Five Curriculum</u> – Implement curriculum in all core content classrooms.	Jason Bryant Melanie Dozier	Aug. 2008	To ensure the implementation of Anderson Five Curriculum, the School Leadership Team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans</u>: Lesson plans will be readily available, reflective of Anderson Five Curriculum, and up-to-date. Melanie Dozier, ELA curriculum coordinator, will review ELA lesson plans weekly and provide written feedback to teachers on Classroom Observation Checklist with conferencing when necessary. • <u>Observations</u>: Classroom observations and/or formal evaluations will be completed weekly by members of the administrative team and documented with written feedback to teachers and conferencing when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings</u>: Melanie Dozier will keep minutes of weekly meetings with ELA teachers.
<u>SRA Corrective Reading</u> – intensive direct instruction based reading intervention class for struggling readers. This class will be taught by a trained teacher in the SRA Corrective Reading approach.	Jason Bryant Melanie Dozier Margot Beck	Aug. 2008	Because systematic monitoring is essential for the effective implementation of SRA Corrective Reading, the administrative team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans</u>: Lesson plans will be readily available, reflective of SRA Corrective Reading Curriculum, and up-to-date. Melanie Dozier will review reading lesson plans weekly and provide feedback to the teacher on the Classroom Observation Checklist with conferencing when necessary. • <u>Observations</u>: Classroom observations will be

			<p>completed by the administrative team weekly and documented on a Classroom Observation Checklist with written feedback to the teachers and conferencing when necessary. (Principal Bryant)</p> <ul style="list-style-type: none"> • <u>Minutes of meetings with SRA Corrective Reading Teacher:</u> Melanie Dozier will keep minutes of bi-weekly meetings with the SRA Corrective Reading teacher. • <u>Classroom Documentation:</u> Appropriate records will be maintained by the classroom teacher, Margot Beck.
<p><u>Academic Enrichment</u> – All JMS students not meeting standards will be assigned to this class, one hour each day, to receive intervention in core areas of weakness. This intervention will be provided by certified teachers.</p>	<p>Jason Bryant Melanie Dozier</p>	<p>Aug. 2008</p>	<p>To monitor the implementation and effectiveness of the Academic Enrichment intervention, the administrative team will do the following:</p> <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will be readily available, reflective of Anderson Five Curriculum and up-to-date. Melanie Dozier will review ELA Academic Enrichment lesson plans weekly and provide written feedback to teachers on a Classroom Observation Checklist with conferencing when necessary. • <u>Observations:</u> Classroom observations will be completed weekly and documented on a Classroom Observation Checklist with written feedback to teachers and conferencing when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings:</u> Melanie Dozier will keep minutes of weekly meetings with ELA teachers.
<p><u>Technology</u> – Classroom instruction will include use of SMART Boards and various technology resources. Through use of this technology, classroom instruction will be enhanced and student engagement, motivation, and achievement will improve.</p>	<p>Jason Bryant Melanie Dozier</p>	<p>Aug. 2008</p>	<p>To monitor the integration and effectiveness of technology into classroom instruction, the administrative team will do the following:</p> <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will reflect the use of technology instruction to ensure student engagement. Melanie Dozier will review lesson plans weekly and provide written feedback to teachers on Classroom Observation Checklists with conferencing when necessary. • <u>Observations:</u> Classroom observations will be completed weekly and documented on a Classroom Observation Checklist with written feed back to teachers and conferencing when necessary. (Principal Bryant)
<p><u>PLATO Learning Lab</u> – This computer-based instruction will be provided as Academic Enrichment. Instruction will be based on students' strengths and weaknesses as indicated by MAP.</p>	<p>Jason Bryant</p>	<p>Aug. 2008</p>	<p>To determine the effectiveness of the PLATO Learning Lab, the principal will do the following:</p> <ul style="list-style-type: none"> • <u>Documentation:</u> Student progress reports will be reviewed quarterly and maintained in a designated file. (Principal Bryant) • <u>Observations:</u> Classroom observations will be completed weekly and documented on a Classroom Observation Checklist with written feedback and

			conferencing when necessary.(Principal Bryant)
<u>Grade level Content Area Meetings</u> All seventh grade ELA teachers will meet twice each week to plan lessons and discuss effective strategies used in their classrooms.	Jason Bryant Melanie Dozier	Aug. 2008	To ensure that the grade level content area meetings are effective, the principal and ELA curriculum coordinator will do the following: <ul style="list-style-type: none"> • Meeting minutes: Minutes of meetings will be filed by Melanie Dozier. • Agenda: Meeting agendas will be kept by Melanie Dozier.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, at least 76 percent of students in Grade 7 will score Basic or above in mathematics as measured by the spring administration of MAP, based on the correlated scores from NWEA for PACT.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<u>Anderson Five Curriculum</u> – Implement curriculum in all core content classrooms.	Jason Bryant Leesa Wesley	Aug. 2008	To ensure the implementation of Anderson Five Curriculum, the administrative team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans</u>: Lesson plans will be readily available, reflective of Anderson Five Curriculum, and up-to-date. Leesa Wesley, math curriculum coordinator, will review math lesson plans weekly, provide written feedback to teachers on a Classroom Observation Checklist, and have conferences when necessary. • <u>Observations</u>: Classroom observations and/or formal evaluations will be completed weekly and documented with written feedback to teachers and conferences when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings</u>: Leesa Wesley will keep minutes of weekly meetings with math teachers.
<u>Academic Enrichment</u> – All JMS students not meeting standards will be assigned to this class, one hour each day, to receive intervention in core areas of weakness. This intervention will be provided by certified teachers.	Jason Bryant Leesa Wesley	Aug. 2008	To monitor the implementation and effectiveness of the Academic Enrichment intervention, the administrative team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans</u>: Lesson plans will be readily available, reflective of Anderson Five Curriculum and up-to-date. Leesa Wesley will review Math Academic Enrichment lesson plans weekly, provide written feedback to teachers, and have conferences when necessary. • <u>Observations</u>: Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback to teachers and conferences when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings</u>: Leesa Wesley will keep minutes of weekly meetings with Math teachers.

<p><u>Technology</u> – Classroom instruction will include use of SMART Boards and various technology resources. Through use of this technology classroom instruction will be enhanced and student engagement, motivation, and achievement will improve.</p>	<p>Jason Bryant Leesa Wesley</p>	<p>Aug. 2008</p>	<p>To monitor the integration and effectiveness of technology into classroom instruction, the administrative team will do the following:</p> <ul style="list-style-type: none"> • Lesson Plans: Lesson plans will reflect the use of technology instruction to ensure student engagement. Leesa Wesley will review lesson plans weekly, provide written feedback for teachers, and have conferences when necessary. • Observations: Classroom observations will be completed weekly and documented on a Classroom Observation Checklist with written feedback for teachers and conferences when necessary. (Principal Bryant)
<p><u>PLATO Learning Lab</u> – This computer-based instruction will be provided as Academic Enrichment. Instruction will be based on students’ strengths and weaknesses as indicated by MAP.</p>	<p>Jason Bryant</p>	<p>Aug. 2008</p>	<p>To determine the effectiveness of the PLATO Learning Lab, the principal will do the following:</p> <ul style="list-style-type: none"> • Documentation: Student progress reports will be reviewed quarterly and maintained in a designated file. (Principal Bryant) • Observations: Classroom observations will be completed weekly and documented on a Classroom Observation Checklist with written feedback and conferencing when necessary.(Principal Bryant)
<p><u>Grade Level Content Area Meetings:</u> All seventh grade math teachers will meet twice each week to plan lessons and discuss effective strategies used in their classrooms</p>	<p>Jason Bryant Leesa Wesley</p>	<p>Aug. 2008</p>	<p>To ensure that the grade level content area meetings are effective, the principal and Math curriculum coordinator will do the following:</p> <ul style="list-style-type: none"> • Meeting minutes: Leesa Wesley will keep minutes of meetings. • Agenda: Meeting agendas will be kept by Leesa Wesley.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, at least 82 percent of students in Grade 8 will score Basic or above in English language arts as measured by the spring administration of MAP, based on the correlated scores from NWEA for PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<u>Anderson Five Curriculum</u> – Implement curriculum in all core content classrooms.	Jason Bryant Melanie Dozier	Aug. 2008	To ensure the implementation of Anderson Five Curriculum, the administrative team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans</u>: Lesson plans will be readily available, reflective of Anderson Five Curriculum, and up-to-date. Melanie Dozier, ELA curriculum coordinator, will review all ELA lesson plans weekly and provide written feedback to teachers on the Classroom Observation Checklist with conferencing when necessary. • <u>Observations</u>: Classroom observations and/or formal evaluations will be completed each week by members of the administrative team and documented with written feedback to teachers and conferencing when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings</u>: Melanie Dozier will keep minutes of weekly meetings with ELA teachers.
SRA Corrective Reading – intensive direct instruction based reading intervention class for struggling readers. This class will be taught by a trained teacher in the SRA Corrective Reading approach.	Jason Bryant Melanie Dozier Margot Beck	Aug. 2008	Because systematic monitoring is essential for the effective implementation of SRA Corrective Reading, the administrative team will do the following: <ul style="list-style-type: none"> • Lesson Plans: Lesson plans will be readily available, reflective of SRA Corrective Reading Curriculum, and up-to-date. Melanie Dozier will review Reading lesson plans weekly and provide feedback to the teacher on the Classroom Observation Checklist with conferencing when necessary. • <u>Observations</u>: Classroom observations will be completed by the ADMINISTRATIVE TEAM each week and documented on a Classroom Observation Checklist with written feedback to the teachers and conferencing when

			<p>necessary.(Principal Bryant)</p> <ul style="list-style-type: none"> • <u>Minutes of meetings with SRA Corrective Reading Teacher:</u> Melanie Dozier will keep minutes of bi-weekly meetings with the reading teacher. • <u>Classroom Documentation:</u> Appropriate records will be maintained by the classroom teacher, Margot Beck.
<u>Academic Enrichment</u> – All JMS students not meeting standards will be assigned to this class, one hour each day, to receive intervention in core areas of weakness. This intervention will be provided by certified teachers.	Jason Bryant Melanie Dozier	Aug. 2008	<p>To monitor the implementation and effectiveness of the Academic Enrichment intervention, the School Leadership Team will do the following:</p> <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will be readily available, reflective of Anderson Five Curriculum and up-to-date. Melanie Dozier will review all ELA Academic Enrichment lesson plans weekly and provide written feedback to teachers on the Classroom Observation Checklist with conferencing when necessary. • <u>Observations:</u> Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feed back to teachers and conferencing when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings:</u> Melanie Dozier will keep minutes of weekly meetings with ELA teachers.
<u>Technology</u> – Classroom instruction will include use of SMART Boards and various technology resources. Through use of this technology classroom instruction will be enhanced and student engagement, motivation, and achievement will improve.	Jason Bryant	Aug. 2008	<p>To monitor the integration and effectiveness of technology into classroom instruction, the administrative team will do the following:</p> <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will reflect the use of technology instruction to ensure student engagement. Melanie Dozier will review lesson plans on a weekly basis and provide written feedback to teachers on Classroom Observation Checklists with conferencing when necessary. • <u>Observations:</u> Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feed back to teachers and conferencing when necessary. (Principal Bryant)
<u>PLATO Learning Lab</u> – This computer-based instruction will be provided as Academic Enrichment. Instruction will be based on students’ strengths and weaknesses as indicated by MAP.	Jason Bryant	Aug. 2008	<p>To determine the effectiveness of the PLATO Learning Lab, the principal will do the following:</p> <ul style="list-style-type: none"> • <u>Documentation:</u> Student progress reports will be reviewed quarterly and maintained in a designated file. (Principal Bryant) • <u>Observations:</u> Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback and conferencing when necessary.(Principal Bryant)
<u>Grade level Content Meetings</u> All eighth grade ELA teachers will meet twice each week	Jason Bryant Melanie Dozier	Aug. 2008	<p>To ensure that the grade level content area meetings are effective, the principal and ELA curriculum coordinator will do the</p>

to plan lessons and discuss effective strategies used in their classrooms			<p>following:</p> <ul style="list-style-type: none"> • Meeting minutes: Minutes of meetings will be filed by Melanie Dozier. • Agenda: Meeting agendas will be kept by Melanie Dozier.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4:

By April 1, 2009, at least 83 percent of students in Grade 8 will score Basic or above in mathematics as measured by the spring administration of MAP, based on the correlated scores from NWEA for PACT.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<u>Anderson Five Curriculum</u> – Implement curriculum in all core content classrooms.	Jason Bryant Leesa Wesley	Aug. 2008	To ensure the implementation of Anderson Five Curriculum, the administrative team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will be readily available, reflective of Anderson Five Curriculum, and up-to-date. Leesa Wesley, math curriculum coordinator, will review Math lesson plans weekly, provide written feedback to teachers on Classroom Observation Forms, and have conferences when necessary. • <u>Observations:</u> Classroom observations and/or formal evaluations will be completed each week and documented with written feedback to teachers and conferences when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings:</u> Leesa Wesley will keep minutes of weekly meetings with math teachers.
<u>Academic Enrichment</u> – All JMS students not meeting standards will be assigned to this class, one hour each day, to receive intervention in core areas of weakness. This intervention will be provided by certified teachers.	Jason Bryant Leesa Wesley	Aug. 2008	To monitor the implementation and effectiveness of the Academic Enrichment intervention, the School Leadership Team will do the following: <ul style="list-style-type: none"> • <u>Lesson Plans:</u> Lesson plans will be readily available, reflective of Anderson Five Curriculum and up-to-date. Leesa Wesley will review Math Academic Enrichment lesson plans weekly, provide written feedback to teachers, and have conferences when necessary. • <u>Observations:</u> Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback to teachers and conferences when necessary. (Principal Bryant) • <u>Minutes of Grade Level Content Area Meetings:</u> Leesa Wesley will keep minutes of weekly meetings with math teachers.

<u>Technology</u> – Classroom instruction will include use of SMART Boards and various technology resources. Through use of this technology classroom instruction will be enhanced and student engagement, motivation, and achievement will improve.	Jason Bryant Leesa Wesley	Aug. 2008	To monitor the integration and effectiveness of technology into classroom instruction, the ADMINISTRATIVE TEAM will do the following: <ul style="list-style-type: none"> • Lesson Plans: Lesson plans will reflect the use of technology instruction to ensure student engagement. Leesa Wesley will review lesson plans on a weekly basis, provide written feedback for teachers, and have conferences when necessary. • Observations: Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback for teachers and conferences when necessary. (Principal Bryant)
<u>PLATO Learning Lab</u> – This computer-based instruction will be provided as Academic Enrichment. Instruction will be based on students’ strengths and weaknesses as indicated by MAP.	Jason Bryant	Sept. 2008	To determine the effectiveness of the PLATO Learning Lab, the principal will do the following: <ul style="list-style-type: none"> • Documentation: Student progress reports will be reviewed each quarter and maintained in a designated file. (Principal Bryant) • Observations: Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback and conferencing when necessary.(Principal Bryant)
<u>Grade Level Content Area Meetings:</u> All eighth grade math teachers will meet twice weekly to plan lessons and discuss effective strategies used in their classrooms	Jason Bryant Leesa Wesley	Aug. 2008	To ensure that the grade level content area meetings are effective, the principal and Math curriculum coordinator will do the following: <ul style="list-style-type: none"> • Meeting minutes: Leesa Wesley will keep minutes of meetings. • Agenda: Meeting agendas will be kept by Leesa Wesley.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, using the Anderson Five ELA Curriculum, 80 percent of 7th and 8th grade students at Johnakin Middle School will score Basic or above in English Language arts as measured by the Fall 2008 to Spring 2009 ELA MAP Assessments aligned to PACT.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development opportunities and trainings during in-service days and teacher workshops to support the staff in implementing the Anderson Five curriculum and in using data from MAP, PACT and quarterly benchmark tests to guide instruction.	Jason Bryant	Aug. 2008	To monitor the integration and effectiveness of the Anderson Five Curriculum, the administrative team will do the following: <ul style="list-style-type: none"> • Lesson Plans: Lesson plans will reflect the Anderson Five Curriculum. The administrative team will review lesson plans weekly, provide written feedback for teachers, and have conferences when necessary. (kept by principal) • Observations: Classroom observations will be completed each week by the administrative team and documented on a Classroom Observation Checklist with written feedback for teachers and conferences when necessary. (kept by Principal Bryant)
Analyze data from spring, 2008 PACT, and fall and spring administration of MAP, and quarterly benchmark tests to determine effectiveness of the instruction and student remediation	Jason Bryant	Aug. 2008	In order to compare spring 2008 test data with that of the current school year, the ELA curriculum coordinator will create data trend charts and share with ELA teachers: <ul style="list-style-type: none"> • As soon as PACT data is released, the curriculum coordinators will meet with the ELA teachers to analyze PACT scores to determine weaknesses. Minutes from the meeting will be kept along with an attendance roster. (kept by Melanie Dozier) • Following each administration of MAP, the curriculum coordinator will meet with ELA teachers to analyze strengths and weaknesses as indicated

			<p>by MAP scores. Students needing extra help will be assigned to the appropriate enrichment class. Minutes and rosters will be kept by Melanie Dozier.</p> <ul style="list-style-type: none"> Following quarterly benchmark tests, the curriculum coordinator will meet with ELA teachers to determine standards that need remediation. Minutes and attendance roster will be kept by Melanie Dozier.
Provide supplies necessary for the implementation of the Anderson Five curriculum.	Jason Bryant	Aug. 2008	<p>Because implementation of the Anderson V curriculum depends on some materials not previously used by the JMS staff, the principal will</p> <ul style="list-style-type: none"> monitor requisitions to determine that teachers have the materials they need such as class sets of novels. (requisitions kept by Principal Bryant) monitor classroom instruction to ensure that materials are being used appropriately. (teacher observation forms kept by Principal Bryant)
Provide a <u>PLATO Learning Lab</u> as Academic Enrichment. Instruction will be based on students' strengths and weaknesses as indicated by MAP.	Jason Bryant	Aug. 2008	<p>To determine the effectiveness of the PLATO Learning Lab, the principal will do the following:</p> <ul style="list-style-type: none"> Documentation: Student progress reports will be reviewed each quarter and maintained in a designated file. (Principal Bryant) Observations: Classroom observations will be completed each week and documented on a Classroom Observation Checklist with written feedback and conferencing when necessary. (Principal Bryant)
Provide time during grade level meetings for teachers to share ideas for effective instruction.	Jason Bryant Melanie Dozier	Aug. 2008	<p>To ensure that the grade level content area meetings are effective, the principal and curriculum coordinators will do the following:</p> <ul style="list-style-type: none"> Meeting minutes: Melanie Dozier will keep minutes for ELA. Agenda: ELA agendas will be kept by Melanie Dozier.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 75 percent of all 8th grade students at JMS will demonstrate a mastery score of 80 percent or higher on each of the nine-week district-created science benchmark tests.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Analyze 7 th grade PACT data from spring, 2008 to determine strengths and weaknesses in science of current 8 th graders.	Jason Bryant	Aug. 2008	To analyze the strengths and weaknesses of the current 8 th graders in science, the following will be done: <ul style="list-style-type: none"> The curriculum coordinators will create disaggregated data charts. (charts kept by Leesa Wesley) Meetings of the 8th grade science teachers with the principal and science curriculum coordinator to analyze strengths and weaknesses as soon as PACT scores are released. This analysis will be used to determine instruction in the science enrichment classes. Documentation will be the meeting agendas, minutes, and sign in rosters. (kept by Leesa Wesley)
Meet with 8 th grade science teachers to review content areas that are to be taught each nine weeks.	Jason Bryant	Aug. 2008	With the new Anderson V science curriculum to be implemented, <ul style="list-style-type: none"> the teachers along with the science curriculum coordinator will work on the pacing guide to ensure the correct standards are being taught. Documentation will be copies of the pacing guides, along with minutes of the team meeting and sign in sheet. (kept by Leesa Wesley)
Collaborate with science teachers to develop benchmark test for 1 st , 2 nd , and 3 rd nine weeks.	Jason Bryant	Aug. 2008	To analyze the strengths and weaknesses of the current 8 th graders in science and the instruction, the following will be done:

			<ul style="list-style-type: none"> The curriculum coordinators will create charts based on the quarterly benchmark tests. (charts kept by Leesa Wesley) Meetings of the 8th grade science teachers with the principal and science curriculum coordinator to analyze which standards need more instruction. This analysis will be used to determine instruction in the science enrichment classes and regular science class. Documentation will be the meeting agendas, minutes, and sign in rosters. (kept by Leesa Wesley)
The principal will model effective teaching strategies.	Jason Bryant	Aug. 2008	Because the 8 th grade science department has two new teachers, the principal will teach a science class in order to model best practices. Documentation for implementation will be the principal's lesson plan. (kept by Principal Bryant)
Provide training for hands-on learning in science instruction.	Jason Bryant	Aug. 2008	<p>To ensure the implementation of hands-on learning to improve science instruction, the School Leadership Team will do the following:</p> <ul style="list-style-type: none"> Agendas and sign in sheets for the training will be kept. (Leesa Wesley) Lesson Plans: Lesson plans will be reviewed to ensure that the use of hands-on instruction is planned. Leesa Wesley, science and math curriculum coordinator, will review science lesson plans on a weekly basis, provide written feedback to teachers on a Classroom Observation Forms, and have conferences when necessary. (Wesley) Observations: Classroom observations and/or formal evaluations will be completed each week and documented with written feedback to teachers and conferences when necessary. (Principal Bryant) Minutes of Grade Level Content Area Meetings: Leesa Wesley will keep minutes of weekly meetings with science teachers. (Wesley)
One on one conferences with targeted 8 th graders who are below proficient in science	Jason Bryant	Aug. 2008	<p>In order for students to have more understanding of their strengths and weaknesses, the following will be done:</p> <ul style="list-style-type: none"> Individual conference forms will be signed by the principal and the student. (kept in a file by the principal).
<u>Grade Level Content Area Meetings:</u> All eighth grade science teachers will meet twice each week to plan lessons and discuss effective strategies used in their classrooms.	Jason Bryant Leesa Wesley	Aug. 2008	<p>To ensure that the grade level content area meetings are effectively discussing strategies and instruction, the Math/science curriculum coordinator will do the following:</p> <ul style="list-style-type: none"> Meeting minutes: Leesa Wesley will keep minutes of meetings. Agenda: Meeting agendas will be kept by Leesa Wesley.
<u>Provide instructional supplies and equipment necessary for effective science instruction</u>	Jason Bryant	Aug. 2008	Because implementation of the Anderson V curriculum depends on some materials not previously used by the

			<p>JMS staff, the principal will</p> <ul style="list-style-type: none">• monitor requisitions to determine that teachers have the materials they need such as class sets of novels. (requisitions kept by Principal Bryant)• monitor classroom instruction to ensure that materials are being used appropriately. (teacher observation forms kept by Principal Bryant)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

In order to improve instruction, the district will provide ongoing fiscal and instructional support to Johnakin Middle School to increase student achievement in the area of English language arts. Student achievement will be determined with at least 70 percent of students in grades 7 and 8 demonstrating mastery by scoring Basic or above in English language arts by April 1, 2009, as measured by the fall 2008 to spring 2009 ELA MAP Assessments aligned to PACT.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administration will facilitate the allocation of funding to support professional development for administrators and faculty via workshops, conferences, consultants, etc.	Curriculum Director Finance Director	Aug. 2008	To document professional development activities which will improve instruction for ELA, the district will do the following with documentation kept by the finance director: <ul style="list-style-type: none"> • Maintain a record of professional development activities that have been attended by staff (i.e. registration forms, travel forms). (Linda Chan) • Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities. (Director of instruction Kandace Bethea)
District administration will complete a <i>minimum</i> of 5 monthly walk through observations to monitor the rigor and implementation of a standards-based instructional program.	Curriculum Director, Personnel Director, Sp. Services Director, and Sp. Projects Coordinator	Aug. 2008	To document walk through observations monitoring for effective standards-based instruction, the district will do the following. <ul style="list-style-type: none"> • Provide written feedback to teachers and building level administrators of all walk through observations. (kept by Director of Inst. Kandace Bethea) • File a copy and keep a log of all district level walk through observations. (kept by Director of Inst. Kandace Bethea)
District administration will fund, coordinate, and manage the administration of MAP testing.	Technology Director, Curriculum Director, and Special Projects Coordinator	Sept. 2008	To document professional development activities which will improve instruction for ELA, the district will do the following with documentation kept by the finance director: <ul style="list-style-type: none"> • Maintain a record of professional development activities that have been attended by staff (i.e. registration forms,

			<p>travel forms). (Linda Chan)</p> <ul style="list-style-type: none"> Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities. (Director of instruction Kandace Bethea)
The district will provide a technology coach to train and assist teachers in effective use and integration of technology.	Technology Coach Curriculum Director	July 2008	<p>To document walk through observations monitoring for effective standards-based instruction, the district will do the following.</p> <ul style="list-style-type: none"> Provide written feedback to teachers and building level administrators of all walk through observations. (kept by Director of Inst. Kandace Bethea) File a copy and keep a log of all district level walk through observations. (kept by Director of Inst. Kandace Bethea)
District administration will collaborate with the school level administrative team to employ data analysis as an instructional tool.	Curriculum Director Curriculum Coordinators	Aug. 2008	<p>To document professional development activities which will improve instruction for ELA, the district will do the following with documentation kept by the finance director:</p> <ul style="list-style-type: none"> Maintain a record of professional development activities that have been attended by staff (i.e. registration forms, travel forms). (Linda Chan) Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities. (Director of instruction Kandace Bethea)
District will provide funding for equipment and supplies to support the instructional program	Curriculum Director Finance Director	Aug. 2008	<p>To document walk through observations monitoring for effective standards-based instruction, the district will do the following.</p> <ul style="list-style-type: none"> Provide written feedback to teachers and building level administrators of all walk through observations. (kept by Director of Inst. Kandace Bethea) File a copy and keep a log of all district level walk through observations. (kept by Director of Inst. Kandace Bethea)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

In order to improve instruction, the district will provide ongoing fiscal and instructional support to Johnakin Middle School to increase student achievement in the area of mathematics. Student achievement will be determined with at least 60 percent of students in grade 7 demonstrating mastery by scoring Basic or above in mathematics by April 1, 2009, as measured by the fall 2008 to spring 2009 Math MAP Assessments aligned to PACT

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administration will facilitate the allocation of funding to support professional development for administrators and faculty via workshops, conferences, consultants, etc.	Curriculum Director Finance Director	Aug. 2008	To document professional development activities which will improve instruction for ELA, the district will do the following with documentation kept by the finance director: <ul style="list-style-type: none"> • Maintain a record of professional development activities that have been attended by staff (i.e. registration forms, travel forms). (Linda Chan) • Require meeting agendas, minutes, credit renewal documentation, etc. from professional development activities. (Director of instruction Kandace Bethea)
District administration will complete a <i>minimum</i> of 5 monthly walk through observations to monitor the rigor and implementation of a standards-based instructional program.	Curriculum Director, Personnel Director, Sp. Services Director, and Sp. Projects Coordinator	Aug. 2008	To document walk through observations monitoring for effective standards-based instruction, the district will do the following. <ul style="list-style-type: none"> • Provide written feedback to teachers and building level administrators of all walk through observations. (kept by Director of Inst. Kandace Bethea) • File a copy and keep a log of all district level walk through observations. (kept by Director of Inst. Kandace Bethea)
District administration will fund, coordinate, and manage the administration of MAP testing.	Technology Director, Curriculum Director, and Special Projects Coordinator	Aug. 2008	To monitor the administration of MAP testing, the district will do the following: <ul style="list-style-type: none"> • Keep a copy of MAP testing schedules. (kept by Director of Inst. Kandace Bethea) • File and review school score reports. (kept by Director of

			Inst. Kandace Bethea)
The district will provide a technology coach to train and assist teachers in effective use and integration of technology.	Technology Coach Curriculum Director	July 2008	To ensure that teachers are participating in technology training using best practices in technology integration, the district will do the following: <ul style="list-style-type: none"> • Keep a record of training sessions/activities, course syllabus (kept by Director of Inst. Kandace Bethea) • The district will observe lessons and review lesson plans for effective technology usage and integration. (kept by Director of Inst. Kandace Bethea)
District administration will collaborate with the school level administrative team to employ data analysis as an instructional tool.	Curriculum Director Curriculum Coordinators	Aug. 2008	To ensure that data is being used to guide instruction, the district will do the following: <ul style="list-style-type: none"> • Require a data analysis component in the written school level professional development plan. (kept by Director of Inst. Kandace Bethea) • Monitor updates and modifications in pacing and/or curriculum guides. (kept by Director of Inst. Kandace Bethea)
District will provide funding for equipment and supplies to support the instructional program	Curriculum Director Finance Director	Aug. 2008	To ensure district level fiscal support of the instructional program, the district will do the following: <ul style="list-style-type: none"> • Keep a record of all purchase requisitions (kept by Director of Inst. Kandace Bethea) • Notify administrators of funds availability (kept by Director of Inst. Kandace Bethea)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) – state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth

Anderson Five Curriculum – a State Department approved curriculum as the basis for planning standard-based lessons. The Curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/language arts, mathematics, science, and social studies.

Compass Learning – A research-based computerized program which is aligned to state standards and provides a stimulating learning experience for students

Academic Enrichment – A 60-minute class each of English language arts, math, science and social studies where students will be assigned based on their needs. Certified teachers of each core area will teach the class of his/her content. Teachers will be scheduled to utilize the Compass Learning lab as well as classroom instruction.

SRA Corrective Reading - provides intensive direct instruction-based reading intervention for students in grades 3-Adult who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons which give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.